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## ABSTRACT

This package contains materials that deal with issues of unemployment and labor adjustment for use in classes in English as a Second Language. The materials are designed to give teachers some ideas of how to raise issues pertaining to unemployment, self-assessment, and retraining. The general approach provides a framework for students to talk about the issues and to develop English language skills that will enable them to cope with these issues more effectively. The teachers' notes provide an overview of the content goals and language goals for each of the classroom activities. The notes for each of the five units provide information about the content, suggestions for presenting the materials, and observations about some issues that might arise during the unit. Suggestions are included about the amount of time each unit requires. The units cover the following topics: surviving unemployment, looking for work, talking about work experience, talking about skills, and retraining. The resources listed include names of organizations that help unemployed workers, information about the translation and evaluation of documents, and sources of four free materials for teachers and five job search materials. (YLB)

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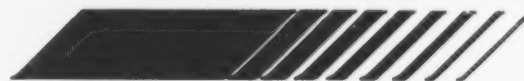
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## ENGLISH LANGUAGE ACTIVITIES FOR A CHANGING WORLD OF WORK



Ontario

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Ministry of  
Citizenship

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# ENGLISH LANGUAGE ACTIVITIES FOR A CHANGING WORLD OF WORK

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Ministry of  
Citizenship

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To obtain copies of this publication call the Citizenship Development Branch Hotline at (416) 314-7520. Collect calls from centres in Ontario are accepted.

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## Overview

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The Citizenship Education Section of the Ontario Ministry of Citizenship has been developing adult ESL materials for a number of years. Recently the Section has become committed to providing support for displaced workers through the Ministry's Labour Adjustment Strategy. Part of this support includes developing materials that deal with issues of unemployment and labour adjustment for use in ESL classes.

The materials in this package are designed to give teachers some ideas of how to raise issues pertaining to unemployment, self-assessment and retraining. These issues are very complex and sensitive. The general approach provides a framework for students to talk about the issues and to develop English language skills that will enable them to cope with these issues more effectively. The students are viewed as experts who have insights, skills and knowledge to share with each other and the instructor. Discussions and small group work are encouraged in order to best utilize students' knowledge. The instructor's role is that of facilitator and language expert. The instructor is not expected to know all the answers but instead to try to help the students learn how to find answers for themselves.

The materials do not specifically address the topics of job search, resumes, job applications or job interviews. However, these materials help prepare students for those topics by providing them with some of the language and self-assessment skills they need in order to begin a job search. The materials attempt to fill a gap by addressing the issues that face unemployed workers before they begin to look for a new job.

## Teachers' Notes and Classroom Activities

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The Teachers' Notes provide an overview of the Content Goals and Language Goals for each of the Classroom Activities. The Notes for each Unit provide information about the content, suggestions for presenting the materials and observations about some of the issues that might arise during the Unit. These observations were made by outside readers of the materials and by the teachers who piloted the materials in their classes. Suggestions are included about the amount of time each Unit requires.

## Resources

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The Resources listed include names of organizations that help unemployed workers, information about the translation and evaluation of documents, sources of free materials for teachers and a short annotated list of job search materials.

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# TEACHERS' NOTES

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# Unit 1: Surviving Unemployment

## Content Goals

In this unit, unemployment insurance and welfare (social assistance) are seen as options for surviving a period of unemployment. The activities are designed to provide students with an opportunity to share stories about being unemployed, to feel less alone and to see unemployment as a larger social problem. People who lose their jobs often feel personally responsible and blame themselves despite the fact that their jobs may have disappeared due to a plant closure or company bankruptcy. This self-blame destroys their confidence and interferes with their abilities to find other work or to learn new skills. Some of the discussion focuses on the nature of unemployment itself.

The practice activities help the students develop skills in asking for help and in finding out about community resources like legal clinics and counselling agencies. The information is kept deliberately general in order to encourage students to share information and to develop skills in asking pertinent questions and finding out more information about services in their communities.

## Language Goals

At the end of the unit, students will be able to

1. Describe a problem related to receiving social assistance;
2. Include information about who is involved, what happened, when it happened and why;
3. Explain what they want with regard to this problem.

## Notes

After students have practiced the structured roleplaying, encourage them to practice asking for help in situations that really happened. It is often more useful for the person with the problem to play the role of the counsellor so that he/she can first watch someone else attempt to deal with the problem. Also, he/she can more accurately portray the counsellor.

## Time

|                         |            |
|-------------------------|------------|
| Dialogue and Discussion | 30 min.    |
| Asking for Help         | 30-60 min. |
| Resources               | 30 min.    |

## **Unit 2: Looking For Work**

### **Content Goals**

The purpose of this unit is to allow students to talk about the frustrations of trying to find a job in Canada. They are asked to talk about the barriers to employment but to move beyond that to looking at ways to overcome those barriers. The intention is to help them realize that there may be social factors causing some of the difficulties they are having in finding work.

### **Language Goals**

At the end of this unit, students will be able to

1. Understand and use new vocabulary about job titles;
2. Understand and use new vocabulary about barriers to employment;
3. Talk about past work experiences.

### **Notes**

The students will probably be well aware of some of the barriers that they face in seeking employment in Canada. However, it may help to start the discussion by suggesting some barriers they may have encountered.

1. Their lack of English skills.
2. Evaluation of academic credentials and skills papers. Students may need to have documents translated and evaluated before applying for jobs. Those who have done so may feel that their education and training is undervalued in Canada.
3. Credit not given for foreign experience. This attitude is very frustrating for all workers and particularly those with a great deal of work experience.
4. Lack of Canadian experience. Discuss ways that students can get Canadian experience through volunteer work, co-op training programs and job shadowing programs.
5. Retraining and examination requirements for professionals and skilled tradespeople are expensive and time-consuming.
6. Retraining programs often have long waiting lists. Students must make a difficult choice between surviving on social assistance, waiting for retraining or taking any job they can get. The optional debate in Unit 5 may help students understand the implications of their choices more clearly.

- 
7. Discrimination against non-white immigrants. Racism is a sensitive and important issue. Students may not feel comfortable raising it themselves but it must be acknowledged.

**Time** 30-60 min.

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### **Unit 3: Talking About Work Experience**

#### **Content Goals**

This unit is designed to help students talk about their work experience both in their native countries and in Canada. This will help them with job interviews and filling out applications. It will also prepare them for the next unit: Talking About Skills.

#### **Language Goals**

At the end of this unit, students will be able to

1. Answer the question, "What did you do in the past?"
2. Answer the question, "What do you do now?"
3. Understand and use words that describe the positions or job titles of other students in the class;
4. Use the present and past tense of the verb "to be";
5. Use the present and past tense of the expression "works as";
6. Use other expressions that refer to past work such as, "used to be" or "was working as";
7. Understand and use the names of the places of work of other students in the class;
8. Use the correct prepositions with each place name;
9. Talk about what work they did in the past;
10. Talk about what work they do now;
11. Fill in a simple job application form;
12. Write a short covering letter describing their past experience and skills.

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**Notes**

Talking about past and present work experience provides students with an opportunity to get to know each other better. This activity may also help students feel better about themselves, when they list past accomplishments to others. On the other hand, it may cause more negative feelings if students are unable to find work that they want.

Covering letters are not usually necessary when applying for many "blue collar" jobs or service-sector jobs. It may, therefore, be an irrelevant exercise for many students.

**Time** 90 min.

## **Unit 4: Talking About Skills**

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**Content Goals**

In this unit, the students are introduced to the process of self-assessment in which they identify their transferable and personal skills. This is an important process because it will prepare them to fill in job applications, write resumes and perform well in job interviews. It also helps them to assess their job search goals realistically.

**Language Goals**

At the end of this unit, students will be able to

1. Understand the concept of a transferable skill;
2. Understand and use several different expressions to talk about transferable skills;
3. Understand and use a list of action words that describe skills;
4. Understand the concept of personal skills;
5. Understand and use vocabulary describing a list of personal skills;
6. Use the verbs "to be" and "to have" to form expressions describing their own personal skills.

**Notes**

In the discussion about the initial dialogue, be sure that students understand how Usha handled the interviewer's questions. In some cultures, people would answer the question honestly and admit that they had no experience as a garment worker and stop talking. Usha answered honestly but then went on to talk about the skills she had developed doing unpaid work. You may want to ask students to practice by using some of the expressions that Usha used.

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It is important for students to help each other develop their lists of skills. They will need to brainstorm ideas with each other. Also, some students may be reluctant to "brag" about themselves and will need support from their peers to do so.

Students may need the support of resource material in the activity called *Assessing Your Skills*. They will need information about the skills required in other jobs. Two excellent resources are the *Career Selector* series (free copies available from the Ontario Women's Directorate) and the "Job Chart" in *Jobs for Your Future* (see Resources section).

### Time

|                     |         |
|---------------------|---------|
| Transferable Skills | 60 min. |
| Personal Skills     | 30 min. |
| Assessing Skills    | 30 min. |

## Unit 5: Retraining

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### Content Goals

This unit is designed to introduce the idea of retraining as an option to unemployment. The advantages and disadvantages of retraining are examined and debated. An overview of Skills Training organizations is presented by the teacher. Students will develop a list of questions to use to find out more information about training. They will practice asking each other the questions in order to prepare for a homework exercise of contacting a training organization.

### Language Goals

At the end of this unit, students will be able to

1. Express opinions about the merits of retraining;
2. Express agreement and disagreement;
3. Understand and use some of the vocabulary by describing a variety of training options;
4. Ask questions about training programs.

### Notes

During the discussion about the Skills Training chart, the first question is meant to be general. Be sure that students understand the concept of co-operative education, the implications of going to a private college and so on. There is information in the resource list that may be helpful.

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The debate is meant to be a vehicle for examining the advantages and disadvantages of retraining. While it seems quite formal, students in one of the pilot classes said that they were having similar discussions with family members about whether to wait for an opening in a training course or to take the first job they could find.

**Time**      2 hours

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# CLASSROOM ACTIVITIES

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## Unit 1: Surviving Unemployment

### Dialogue

**Ruben:** Hi Nina! How's life?

**Nina:** Bad. I just got fired. My company is moving out of the country. The counsellor at Canada Employment told me I can't collect unemployment insurance because I haven't worked long enough.

**Ruben:** Are you sure?

**Nina:** Well, that's what she said. I didn't really understand everything. I was really upset.

### Discussion

1. What happened to Nina?
2. Why can't she collect unemployment insurance?
3. Why do you think her company is moving to another country?
4. What causes unemployment?
5. What happens in your country when someone is unemployed?  
Do you have unemployment insurance and welfare?
6. Have you ever lost a job?
7. Have you ever applied for unemployment insurance or welfare?  
What happened? Did you understand everything?
8. What can you do if you don't understand?

### Asking for Help

1. **Describe the problem.**

Think about a problem you have had with unemployment insurance or welfare. Describe what happened. Include information about **who** is involved, **what** happened, **when** it happened and **why**.

2. **Explain what you want.**

Here are some expressions to use:

I would like to know...

Would you please explain...

I have a complaint...

#### **Example:**

Last week a counsellor told me I don't qualify for unemployment insurance. I would like to know why I don't qualify.

---

## Practice

1. Choose a partner. One person will play the role of an unemployed worker who needs help with a problem. The other person will be the counsellor.
- A. **Worker:** You get a letter from U.I.C. (Unemployment Insurance Commission) saying that you are cut off because you have not been looking for work. This is a mistake: you already have permission to go to school full-time. Describe the problem to the counsellor. Include information that answers the questions: who, what, when and why. Ask the counsellor to correct the mistake so that you will receive your unemployment benefits.  
**Counsellor:** Tell the worker you are sorry but you can't do anything about the problem. Tell the worker to write a letter.
- B. **Worker:** Your welfare cheque is three days late. You have to pay your rent today. Go to the welfare office to ask for your cheque. Describe the problem to the counsellor. Include information that answers the questions: who, what, when and why. Explain that you want your cheque today.  
**Counsellor:** Tell the worker that he/she has to see the supervisor.
- C. Practice a situation that happened to you. Describe the situation to your partner. Explain what you wanted in that situation.

## Helpful Hints

1. **Act like a broken record:** repeat your message over and over again until you get an answer.
2. Ask to see the supervisor. Ask to see the supervisor's supervisor.
3. If the problem is complicated, keep notes on everything that happens. Write down the date, who you talk to and what they tell you.
4. Go somewhere else for help. For example, legal clinics can help to explain and solve problems with unemployment insurance and welfare. Use the same expressions to describe the problem and explain what you want when you talk to a legal worker or lawyer.

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## Resources

1. Make a list of places in your community that help unemployed people. Find addresses and telephone numbers. If you know the name of a person who works there, write the name down. Make copies of the list for the class.

| ORGANIZATIONS THAT HELP UNEMPLOYED PEOPLE |         |             |               |
|-------------------------------------------|---------|-------------|---------------|
| Name                                      | Address | Telephone # | Person's Name |
|                                           |         |             |               |

## Unit 2: Looking For Work

### Dialogue

**Perlita:** Hi Tan Ching! Have you found a job yet?

**Tan Ching:** No, not yet. I'm trying to find work in my field. I was a dental technician in my country. Most places I go to say they want Canadian experience.

**Perlita:** Yes, I know. I was a pre-school teacher at home. I couldn't get a job doing that here. Now I work as a nanny just to survive. It's okay but I'm going to school part-time so that I can get qualified to work in Canada.

**Tan Ching:** I don't know what to do. Maybe I'll work as a waiter. What a waste!

### Discussion

1. What did Tan Ching do in his country?
2. What did Perlita do in her country?
3. Why can't they do those jobs in Canada?
4. What does Tan Ching mean when he says, "What a waste!"
5. What work did you do in your country?
6. Do you do the same work in Canada? If not, why not?

### Identify the Barriers to Employment

1. Make a list of the things that stop you (barriers) from working at the same job in Canada that you had at home.
2. Why do these barriers exist? Who do they hurt? Who do they help?
3. Is there anything you can do to overcome these barriers (to find work in your field)? Write down one solution or suggestion for each barrier.

### Resources

One problem that many new immigrants to Canada face is having foreign documents translated and evaluated. Find out where to have this done. Write down the addresses and telephone numbers.

## Unit 3: Talking About Work Experience

78 Elm Ave.  
Maple, Ont.  
L0N 3H0  
February 4, 1992

Maple Truck Mechanics  
17 Main St.  
Maple, Ont.  
L0N 4H0

Dear Mr. O'Hara,

I am applying for the job of assistant mechanic that was advertised in the Maple News.

I have 15 years of experience working as a licensed truck and auto mechanic in my country. I know how to work with many different types of cars and trucks but I specialized in fixing Japanese models.

In Canada I have been studying English and working in a restaurant. My employer says that I am reliable and hard-working. I like my job but I would like to work in my field again.

I would like to arrange an interview with you at your convenience.

Sincerely,

Paulo Flores

### Questions for Discussion

1. What kind of job is Paulo Flores applying for?
2. Does he have any experience?
3. Does he have any Canadian work experience?
4. Do you think he will get the job? Why?
5. What expressions does Paulo use to talk about his past work experience?
6. What adjectives did Paulo's employer use to describe him?

---

## Talking about Experience

1. When you apply for a job in Canada, employers want to know about your experience and your skills. To talk about experience you need, answer these questions:

What did you do (in the past)?

What do you do (now)?

2. When you answer these questions you can talk about your **position** or about the **name of the place** where you work.

## Positions (Names of Occupations, Job Titles)

1. "Paulo was a licensed mechanic." Add the names of the positions or job titles of each student in the class to the list below.

licensed mechanic

cleaner

garment worker

accounting clerk

2. Use the present tense form of the verb "to be" to complete the following sentences.

He \_\_\_\_\_ a computer operator.

I \_\_\_\_\_ a legal secretary.

Otto and Luis \_\_\_\_\_ bricklayers.

\_\_\_\_\_ you a postal worker?

They \_\_\_\_\_ cooks.

3. Use the present tense of the expression "works as" to complete the following sentences.

Maria \_\_\_\_\_ a cleaning lady.

I \_\_\_\_\_ a translator.

You \_\_\_\_\_ an auto worker.

\_\_\_\_\_ Gerardo \_\_\_\_\_ a teacher?

They \_\_\_\_\_ plumbers.

4. Change all of the sentences above to the past tense. What other expressions can you use to talk about the past?

## Names of Places

1. Paulo works in a restaurant. Add the names of the places of work of other students in the class to the list below.

|                   |                      |
|-------------------|----------------------|
| bank              | factory              |
| government office | construction company |

2. Look at the list above. Add the correct preposition to each place name to complete the expression. For example:

I work in a bank.  
I was employed by a mining company.  
I work for the government.  
I worked at a school for blind children.

3. Work in small groups. Take turns telling each other about what you did in the past and what you do now. Use expressions that include your position and your place of employment. For example:

In my country I was a supervisor in a toy factory. Now  
I work as a sewing machine operator in a garment factory.

## Describing Your Work History

All job applications will ask you about your work experience or work history. Use the chart below to record your work history. Write down the most recent job first (what you do now or the last job you had). Write down the period of employment for each job (when you worked there). Look at the example. This will help you with application forms, resumes and job interviews.

### Example:

|                  |                          |                       |
|------------------|--------------------------|-----------------------|
| <b>Job Title</b> | <b>Place of Business</b> | <b>Dates Employed</b> |
| Waiter           | Italian Restaurant       | 1990-1991             |
| Mechanic         | Flores Auto Mechanics    | 1975-1990             |

| Job Title | Place of Business | Dates Employed |
|-----------|-------------------|----------------|
|           |                   |                |

---

## Other Expressions

Job applications will use different expressions for the same thing.

Instead of **Job Title** you may see these expressions:

**Position, Positions Held or Employment Experience.**

Instead of **Place of Business** you may see **Place of Employment, Employer or Name of Company.**

Instead of **Dates Employed** you may see **Period of Employment or From / To.**

## Writing a Covering Letter

A covering letter is always used when you apply for jobs that require a resume or jobs that you apply for by mail. A covering letter talks about the experience and skills that are most related to the job you are applying for.

A covering letter has three main parts:

1. **Introduction:** In the introduction you should explain what position you are applying for and how you heard about the job.
2. **Body:** The body is the most important part of the letter. In this section you must convince the employer that you are qualified for the job. You do this by describing your work experience and skills. You should talk only about experience and skills that are related to the job you are applying for.
3. **Closing:** Request an interview.

## Writing a Covering Letter

1. Look at Paulo Flores's letter. Can you identify the three main parts of his letter?
2. Use the following form to write your own covering letter. Think of a job you would like to apply for. Use some of the expressions you learned to describe your work experience and skills in the body of the letter. Be sure to describe experience and skills that are related to the job you are applying for.

(Write your address  
and today's date)

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Dear Sir/Madam:

I am applying for \_\_\_\_\_  
that was advertised in the Daily Star.

(Describe your experience and skills) \_\_\_\_\_

---

---

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---

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(Ask for an interview) \_\_\_\_\_

---

Sincerely,

---

## Unit 4: Talking About Skills

### Describing Transferable Skills

Transferable skills are skills that are developed in one type of work that can be used in another. They can be transferred or moved from one job to another. In this dialogue, Usha doesn't have any **paid** experience for the job she is applying for but she does have **unpaid** experience that gave her the skills to do the job. These are transferable skills. Read the dialogue to see how Usha describes her transferable skills.

**Interviewer:** Do you have any experience as a garment worker?

**Usha:** I haven't worked as a garment worker but I make my own clothes. I know how to design my own patterns and cut the cloth. I can sew quickly and carefully.

**Interviewer:** Have you used a machine like this one?

**Usha:** No, but I'm good at working with machines.

### Discussion

1. What does Usha know how to do?
2. Would those skills help her in the position of garment worker (are they **transferable**)?
3. What other jobs use the skills that Usha has?
4. What does the interviewer mean by experience? Does Usha have that kind of experience? How does she handle that question?

### Useful Expressions

1. Here are some different ways to talk about skills.
  - a) I know how to  
I can  
I am able to } + action verb
  - b) I'm good at + verb in "ing" form
  - c) I'm good with + noun
  - d) I work well with + noun

- 
2. Here is a list of action words. Can you think of any more?

|          |             |          |           |
|----------|-------------|----------|-----------|
| analyze  | budget      | build    | calculate |
| cut      | communicate | create   | construct |
| design   | decide      | delegate | direct    |
| estimate | fix         | initiate | lift      |
| operate  | order       | organize | plan      |
| program  | purchase    | repair   | sell      |
| serve    | supervise   | sort     | translate |

3. Fill in the blanks using an action word from the list. Use words that describe your own transferable skills.

I know how to \_\_\_\_\_.

I can \_\_\_\_\_.

I am able to \_\_\_\_\_.

I'm good at \_\_\_\_\_.

I'm good with \_\_\_\_\_.

### Describing Personal Skills

1. Personal skills are characteristics or abilities that we use in many different jobs and activities. They are part of our personality. Personal skills are important because they influence the way we work and how we get along with people. Here is a list of some personal skills:

|                      |            |
|----------------------|------------|
| attentive to details | creative   |
| cooperative          | energetic  |
| flexible             | initiative |
| organized            | reliable   |
| sense of humour      | tolerant   |

2. Most of the expressions follow the verb "to be":

She is attentive to details.

Usha is creative.

Some expressions follow the verb "to have":

He has a sense of humour.

She has initiative.

---

## Useful Expressions

3. Choose a word from the list above to fill in the blanks.

- a) Alad gets along well with people. He is \_\_\_\_\_.
- b) Monica laughs and jokes at work. She has a \_\_\_\_\_.
- c) Ping works quickly and never takes a break. She is \_\_\_\_\_.
- d) Otto puts all of his tools away neatly right after he uses them. He is very \_\_\_\_\_.
- e) Quong always does what he promises to do. He is \_\_\_\_\_.
- f) Misha can work in many different situations. He is \_\_\_\_\_.
- g) Tony notices small problems that no one else does. He is \_\_\_\_\_.
- h) Mina is willing to listen to views that are very different from her own. She is \_\_\_\_\_.
- i) Carlo starts things on his own without being told what to do. He has \_\_\_\_\_.
- j) Suad thinks of new ways to do her work. She is \_\_\_\_\_.

## Practice

1. Work in small groups. Choose one job from your work history list. Choose a job that you liked or that you did well. Write a list of skills you used on that job. Write in full sentences. Use the present tense. Present tense shows that you still have the skills now even though the job was done in the past.

### Example:

**Position:** I worked as a salesperson in a clothing store.

**Skills:** I am good at helping people.  
I am good at handling money.  
I know how to keep the clothes organized.

2. Look at your list of skills. How does it feel to know you have those skills?
3. In Canada people expect you to talk about your skills in an interview. They expect you to talk about things you can do well. Does this happen in your country? Is it hard or easy for you to talk about yourself?

1. Look at your list of skills. What other jobs use each of those skills? Write down the job titles.

| SKILLS I HAVE                          | OTHER JOBS I COULD DO                         |
|----------------------------------------|-----------------------------------------------|
| I am good at helping people            | counsellor, nurse, travel agent               |
| I am good at handling money            | bookkeeper, cashier, bank teller              |
| I am organized                         | file clerk, library technician, postal worker |
| I can design beautiful window displays | interior designer, floral arranger            |

- Example:**

|                |                         |            |
|----------------|-------------------------|------------|
| <b>Skills:</b> | handle money            | Yes        |
|                | communicate with people | don't know |
|                | be organized            | Yes        |
|                | fill in forms           | No         |

Position: \_\_\_\_\_

| SKILLS NEEDED | YES/NO |
|---------------|--------|
|               |        |

## Unit 5: Retraining

### Dialogue

**Ragu:** Hey Tony, how are you? How's work?

**Tony:** Oh, not good. I got laid off two months ago. Our factory didn't have enough business.

**Ragu:** That's too bad. What are you going to do?

**Tony:** I've been looking for another job. I look every day but there's nothing. There are only jobs cooking hamburgers that pay minimum wage. All the factories in our area are closing down. I guess it's the recession or something.

**Ragu:** I just started a retraining course in electronics. We still have openings. Why don't you try it?

**Tony:** No thanks. I'm too old to do something like that. Besides I need to work to make money.

### Discussion

1. What happened to Tony?
2. Why was he laid off?
3. Has he found another job?
4. What is Ragu doing?
5. What is retraining?
6. Why doesn't Tony want to retrain?
7. Do you know anyone who has gone through retraining?  
Describe the course. Did this person get a job after retraining?

### Retraining: Advantages and Disadvantages

1. Complete the following sentences. Use at least three reasons for each sentence.

a) For an unemployed person, retraining is a good idea because

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

b) For an unemployed person, retraining is a bad idea because

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

2. Work in small groups. Share your answers for each question. Add reasons that you did not think of to your list.

**Option:**

3. Prepare for a debate. The teacher will tell you which side your group will argue: retraining is a good idea or retraining is a bad idea. Work together to prepare your answers. Talk about ways to present your opinions forcefully.

Some useful phrases are

I think retraining is a (good/bad) idea because...

In my opinion...

I believe...

4. Debate with another group. You may choose one person to debate for your side or each person in your group can take turns presenting one argument. Each group will take a turn presenting an argument. Then you will have a chance to argue against the opinions presented by the other side.

## Finding Out About Training Programs

Where can you go for skills training courses? This chart provides an overview of training in Ontario. It shows the kinds of organizations that offer training.



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## Discussion

1. Discuss the kinds of training programs offered by each type of organization.
2. Write down one or two examples of training programs offered by each type of organization in your community.
3. What do you need to know about training courses? Think about "Wh-" questions as a guideline. For example:  
Where is the course offered?  
Who is the course for?  
When does it start?
4. Work in small groups. Choose a training organization that you would like to find out about. Make a list of questions to ask. Find the telephone number and address of the organization.

## Practice

Practice asking the questions with a partner. Make up the answers about the training program. Follow this outline:

1. Introduce yourself.
2. Explain what you want.
3. Ask your questions about training.
4. Practice asking for clarification.
5. Thank your partner.

## Homework

1. Talk to someone at the organization. Find out the answers to your questions. Write down the answers.
2. Report to your class.
3. Evaluate the activity. Was it hard or easy to find the answers to your questions? What made it hard or easy?
4. Are you interested in retraining? What is your next step?

## Resources

**Unemployment Insurance.** Under Section 26 of the *Unemployment Insurance Act*, people who are collecting unemployment insurance can take some training courses and keep their benefits. Courses include literacy, adult basic education, ESL, preparation for employment, adult education courses up to high school equivalence and skills training courses. An employment counsellor at Canada Employment must approve your plans.

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# RESOURCES

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## **Organizations That Help Unemployed Workers**

The problem with resource lists is that no sooner are they produced than they are out of date. Organizations move, change telephone numbers, lose funding or change their mandates. However, there are some strategies you can use to find out the most up-to-date information available for your students. The organizations listed are those that are found in most communities or are umbrella organizations that can direct you to the most appropriate organization in your community.

### **ACTEW - Advocates for Community-based Training and Education for Women**

**801 Eglinton Ave. W., #301  
Toronto, Ontario M5N 1E3  
(416) 783-3590**

ACTEW is an association of organizations that provides employment counselling, bridging programs and skills training for women.

### **Canada Employment Centres**

Canada Employment Centres administer unemployment insurance benefits. Other services include vocational counselling and testing, job search counselling, information about and referral to skills training courses, training allowances and sponsored training courses that are usually offered through community colleges, private employers or community agencies. Under Section 26 of the *Unemployment Insurance Act*, unemployed workers can extend their benefits for up to three years while attending full-time studies including basic literacy and numeracy and skills training. Workers must have their courses approved by a Canada Employment counsellor and they must begin their course before their UI benefits run out.

### **Community Colleges**

Community colleges offer a wide variety of services including ESL, upgrading, career preparation courses, bridging programs for women and skills training. Many of these are government funded and hence are often offered free of charge. Some students may qualify for a training allowance.

### **Community Information Centres**

Community Information Centres often publish directories that list all local community service agencies including those that serve the specific needs of immigrants or the unemployed. Public libraries usually have copies of the directories on reserve. If your community has no published directory, information is provided by telephone.

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**The Association of Community  
Information Centres of Ontario**  
5233 Dundas St. W.  
Toronto, Ontario  
(416) 237-0405

The Association publishes a list of all the Community Information Centres in Ontario for a fee of \$15.

### **Community Legal Clinics**

Legal clinics serve unemployed and low-income people. Clinic lawyers and legal workers are particularly knowledgeable about matters pertaining to unemployment insurance, welfare, landlord and tenant disputes, immigration and workers' rights.

### **High Schools**

Local high schools may offer co-op education or skills training programs in conjunction with regular academic subjects. Under Section 26 of the *Unemployment Insurance Act*, workers may qualify to extend their UI benefits while attending school full-time (see Canada Employment Centres). Welfare recipients in some municipalities may qualify for training allowances, transportation allowances or a one-time allowance for books. Check with the school counsellor or the local welfare office.

**OCASI - Ontario Council of Agencies  
Serving Immigrants**  
579 St. Clair Ave. W., #201  
Toronto, Ontario M6C 1A3  
(416) 657-8777

OCASI is a coalition of more than 100 community agencies offering a wide range of services to immigrants across Ontario. A membership list is available free of charge.

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**ONESTeP - Ontario Network of Employment  
and Skills Training Projects**

517 Wellington St. W., #206  
Toronto, Ontario M5V 1G1  
(416) 591-7151

**Regional Offices:**

**Southwest: Kitchener, Waterloo, London, Windsor**

Valerie Bolton  
Huron Employment Liaison (HELP)  
60 Mary St., P.O. Box 388  
Clinton, Ontario N0M 1L0  
(519) 482-1700

**Southeast: Ottawa, Kingston, Perth, Prescott, Merrickville**

Bruce Bailey  
YWCA-YMCA Employment Initiatives  
205 Catherine St.  
Ottawa, Ontario K2P 1C3  
(613) 788-5001

**Northwest: Thunder Bay and area north and west**

Leona Thompson (on leave)  
New Opportunities for Women  
221 Main St. S., 2nd floor  
Kenora, Ontario P9N 1T3  
(807) 468-7737

**Toronto/Niagara: Toronto, Ajax, Hamilton, Peterborough,  
St. Catharines, Niagara**

Karen Setter  
Lumber Cuts  
5 Vata Coutts, Units 3 & 4  
Aurora, Ontario L4G 4B6  
(416) 841-0700

ONESTeP is a provincial association of community-based skills training programs. These programs serve immigrants, street kids, disabled people, natives, visible minorities and women, among others.

ONESTeP will provide a membership list to non-profit organizations. The regional representatives may have specific information about programs in your area.

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**Ontario Ministry of Labour****Help Centre Program****625 Church St., 6th floor****Toronto, Ontario M4Y 2E8****(416) 326-5402**

Through the Help Centre Program the Ministry of Labour contributes funds to 15 existing community agencies to assist them in providing employment and vocational counselling and training and information services for unemployed workers over 25. These agencies offer a variety of other services including ESL, literacy, employer outreach and job placement. For more information about Help Centres in your community, contact the Help Centre office or the Ministry of Labour.

**POWA - Program for Older Worker Adjustment****Ontario Ministry of Labour****Employment Adjustment Branch****400 University Ave., 15th floor****Toronto, Ontario M7A 1T7****or****Older Worker Adjustment Branch****Labour Canada****Ottawa, Ontario K1A 0J2**

POWA is a financial assistance program designed to provide an income similar to an annuity to workers aged 55-64 who have lost jobs due to permanent lay-offs. They must have exhausted their unemployment insurance benefits and have no opportunity for re-employment.

The Ministry of Labour has a list of agencies that provide free employment and vocational counselling for adults over 25. Look in the blue pages of the telephone book for your local office.

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## **Ontario Ministry of Skills Development**

**Access Coordinators**  
**Ministry of Skills Development**  
**165 Dundas St. W., 4th floor**  
**Mississauga, Ontario L5B 2N6**  
**(416) 279-7333**

Access coordinators offer assistance to women who are interested in careers in the skilled trades. They provide information about qualifications, training programs and opportunities for apprenticeships. This program is co-sponsored with the Ontario Women's Directorate.

### **Apprenticeship Offices/District Offices**

|                         |                |
|-------------------------|----------------|
| East: Ottawa            | (613) 731-7100 |
| North: Sault Ste. Marie | (705) 945-6815 |
| Central: Hamilton       | (416) 521-7764 |
| Toronto:                | (416) 326-5795 |
| Southwest: London       | (519) 675-7788 |

Apprenticeship offices offer help to laid-off apprentices to continue training. Staff will also provide information about apprenticeship in general.

## **Community Industrial Training Committees**

There are over 50 CITCs across Ontario. Membership consists of representatives from business and industry, labour, community groups and educators who work together to identify local training and labour market adjustment needs. Some committees set up skills training programs using federal and provincial funds. Call the Ministry of Skills Development for information about committees in your area.

## **Training Hotline**

**1-800-387-5656**

Call the hotline for information about labour market trends and opportunities for skills training.

## **Transitions**

**1-800-387-5656**

Transitions is a program designed to help men and women over 45 who have been permanently laid-off. They are eligible for up to \$5,000 in training credits that can be applied to skills training with an employer or through a program at a college, university, private school, board of education or apprenticeship.

## **Translation and Evaluation of Documents**

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### **Multilingual Translation Unit**

**Ministry of Citizenship  
Ontario Welcome House  
132 St. Patrick St., 3rd floor  
Toronto, Ontario M5T 1V1  
(416) 965-1458**

The Multilingual Translation Unit translates into English personal documents needed for employment or education. The service is free to naturalized Canadian citizens, permanent residents, Minister's permit holders, refugees and refugee claimants. Mail photocopies or take the documents in personally. If documents are mailed a return address and a photocopy of proof of status must be included.

### **Registrar Services**

**(Evaluation and Teacher Information)**

**Centre for Teacher Education  
Ministry of Education  
Mowat Block,  
900 Bay St., 18th floor  
Toronto, Ontario M7A 1L2  
(416) 325-4300**

Secondary school certificates or diplomas can be evaluated for employment purposes only. Teachers from other countries can have their teaching certificates evaluated. Send or take the original documents with an official translation to Registrar Services.

### **Comparative Education Service**

**University of Toronto  
315 Bloor St. W.  
Toronto, Ontario M5S 1A3  
(416) 978-2185**

**Hours: Mon. and Tues. 9:00 - 4:00  
Telephone inquiries Mon. to Fri.**

For evaluation of university or other post-secondary school documents take originals or send photocopies of the originals along with the translations to the Comparative Education Service. There is a charge of \$50 per person. A money order or certified cheque should be made payable to Office of Admissions, University of Toronto.

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**Ontario Ministry of Skills Development  
Apprenticeship Branch  
(Blue pages of the telephone book under  
Government of Ontario, Skills Development,  
Apprenticeship and Trades)**

Contact the Ministry of Skills Development for information on evaluation of trade documents and an explanation of how to get an Ontario Certificate of Qualification, if needed.

## **Resources for Teachers**

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### **FREE MATERIALS**

**CLEO: Community Legal Education Ontario**  
700 King St. W., Suite 618  
Toronto, Ontario M5V 2Y6  
(416) 941-9860

CLEO publishes pamphlets about such topics as immigration, unemployment insurance, welfare, workers' rights and landlord and tenant issues. The language is generally very clear and some pamphlets are written for basic literacy levels. CLEO may not be able to supply quantities requested but copyright permission may be arranged on written request.

**Ministry of Citizenship**  
77 Bloor St. W., 15th floor  
Toronto, Ontario M7A 2R9  
(416) 965-9919

**The Newcomers Guide** contains a list of all immigrant aid agencies in the province.

**The Ontario Times**, Vol. 5. No. 2, November 1991: Special Job Search Supplement. This issue contains information about ways to find work, self-assessment, writing a resume, application forms, job interviews and unemployment insurance. The accompanying Teachers' Notes provide a good overview of how to set up a unit on job search skills.

**Ministry of Skills Development**  
Hotline: 1-800-387-5656

*Computerized Directory of Apprenticeship Careers.* This is a software package designed to provide information on skilled occupations and apprenticeship programs. It was distributed to apprenticeship offices, secondary schools, public libraries, college Community Industrial Training Committees and community groups.

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**Ontario Women's Directorate**  
**480 University Ave., 3rd floor**  
**Toronto, Ontario M5G 1V2**  
**(416) 597-4605**

*Career Selector Series.* These booklets outline working conditions, salaries, training and qualifications and job prospects for careers in seven occupational areas.

*Job Search.* A booklet full of pointers on how to find a job. It includes self-assessment worksheets.

## **JOB SEARCH MATERIALS**

### **ESL for Action: Problem Posing at Work**

Elsa Roberts Auerbach and Nina Wallerstein. Reading: Addison-Wesley, 1987. The focus of the book is on work but there is a good section on job search and job interviews. The Teacher's Guide contains a unit on unemployment and an overview of the problem-posing model.

### **Jobs for Your Future**

**Bridging the Gap**  
**7777 Keele St., 2nd floor**  
**Concord, Ontario L4K 1Y7**  
**(416) 660-1056**

*Jobs for Your Future* contains information about training, trades, job interviews and an interest quiz and a job-hunting map that is an excellent resource for more-advanced students. The job chart contains basic information on over 200 jobs (\$3.50).

### **Making Changes: Employment Orientation for Immigrant Women.**

**May Ann Kainola**  
**Cross-Cultural Communication Centre**  
**2909 Dundas St. W.**  
**Toronto, Ontario M6P 1Z1**  
**(416) 760-7855**

Although it was designed for women, *Making Changes* is an excellent resource for anyone seeking work. It is appropriate for use in intermediate or advanced ESL classes.

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### **Preparing For Change**

**Jeanette Browne, Sharon Filger and Valerie McDonald**  
**Opportunity For Advancement**  
**801 Eglinton Ave. W., Suite 301**  
**Toronto, Ontario M5N 1E3**  
**(416) 787-1481**

This program manual is a detailed outline of a pre-employment program for women. The sessions on work, education, training, occupational research, self-assessment and non-traditional work are particularly relevant.

### **Working Skills for Immigrant Women**

**Florence Guy**  
**Working Skills Centre**  
**604 King St. W.**  
**Toronto, Ontario M5V 1N6**

This manual contains an excellent section on skills assessment and workers' rights.



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